DOCUMENT RESUME

ED 321 535 FL 018 621

AUTHOR Nelson, Gayle L.
TITLE International Teaching Assistants: A Review of Research.
PUB DATE 90
NOTE 24p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (24th, San Francisco, CA, March 6-10, 1990).
PUB TYPE Information Analyses (070) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS College Students; *Foreign Students; Higher Education; *Intercultural Communication; *Pronunciation; *Teacher Effectiveness; Teacher Student Relationship; *Teaching Assistants; Teaching Methods; *Teaching Skills

ABSTRACT

In 1982 K. M. Bailey cautioned that the development of training programs for international teaching assistants (ITAs) had preceded any systematic investigations of problems associated with ITAs. This article responds to Bailey's call by systematically reviewing available research in three critical areas of ITA-student interactions, namely: (1) ITA pronunciation; (2) effective ITA teaching behavior; and (3) intercultural communication. These studies indicate that ITA pronunciation has been overemphasized as both the cause of and the solution to ITA-student misunderstandings. It was also found that American college students prefer ITAs who use interactive and interpersonal teaching behaviors, and who talk about their native culture in class. (Author/JL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
G. Nelson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED321535

Gayle L. Nelson, Ph.D.
Department of Applied Linguistics and ESL
Georgia State University
Atlanta, GA 30303
H: (404) 270 0849
W: (404) 651-3650

International Teaching Assistants: A Review of Research

Gayle L. Nelson

Abstract

Eight years ago, Bailey (1982) cautioned that the development of training programs for international teaching assistants (ITAs) had preceded a systematic investigation of the "ITA problem." This article responds to Bailey's call by systematizing available research relating to ITAs. It reviews research in three critical areas of ITA-student interactions: 1) ITA pronunciation (Nesbitt & Wilson, 1977; Rubin, Smith, & Lichner, 1989; Brown, 1988; Orth, 1982), 2) effective ITA teaching behavior (Bailey, 1982; Rounds, 1987; Meyers, 1987; Gillespie, 1988), and 3) intercultural communication (Keye, 1981; Martin & Hammer, in press; Nelson, 1989). These studies indicate that ITA pronunciation has been overemphasized as both the cause of and the solution to ITA-student misunderstandings, and that American college students prefer ITAs who use interactive and interpersonal teaching behaviors and who talk about their native culture in class.

During the 1970s and 1980s the number of international graduate students increased markedly on American campuses. In the 1987-88 academic year, 356,187 international graduate

FL 018621

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

students studied in the United States (Zikopoulos, 1989). Concurrently, the number of American graduate students in fields such as math, physics, engineering, and computer science decreased, making teaching and research positions available for international graduate students (Bernhardt, 1987). In fields such as engineering, over 50% of the doctoral students are foreign-born (Committee, 1988). Many of these international graduate students become international teaching assistants (ITAs) who teach classes, facilitate recitation sessions, or manage laboratories (e.g. chemistry). Their preparation before coming to and after arriving in the United States can contribute to their success both as a graduate student and as an ITA.

This increase in the number of ITAs and the corresponding additional interaction between international students and American students appear to be an opportunity for increased international understanding. However, as yet, such understanding seems overshadowed by numerous complaints from American undergraduates and their parents about ITAs' English (Brown, 1988; Fisher, 1985; Pialorsi, 1984). In part, because of such complaints, ITA training programs began developing in the late 1970's and continued developing at an increasing rate through the 1980's.

Most ITA training programs include, with varying amounts of emphasis, training in three areas: pronunciation, teaching skills, and American academic culture (e.g. Byrd, Constantinides, & Pennington, 1989), and frequently include regular videotaping and

analysis of ITAs' teaching (for discussions of ITA training programs see Boyd, 1989; Constantinides, 1989; Davies, 1989; Franck & DeSousa, 1982; Rice, 1984; Stevens, 1989; Turitz, 1984). Early in the development of ITA training programs, Bailey (1982) cautioned that the development of training had preceded a systematic investigation of the 'international TA problem'. Since then, a few steps have been taken toward this goal and although these steps have been small, there is now a sufficient body of research to merit a review, to assess findings, to look for patterns in these findings, and to reflect on the direction of future research.

This article, in part, responds to Bailey's call for "systematic investigation" by systematizing the available investigations relating to ITAs. It reviews research dealing with the three critical areas of ITA-student interactions: 1) ITA pronunciation, 2) effective ITA teaching behavior, and 3) intercultural communication.

STUDIES RELATING TO PRONUNCIATION

As described above, the ITA situation began with student complaints about not being able to understand ITAs because of their pronunciation. As a result of these complaints, many of the early ITA training programs focused on pronunciation, and many trainers believed that if ITAs' English pronunciation were better students would understand them better. This emphasis on pronunciation has subsided and most training programs now also include, in addition to pronunciation, American culture, especially,

the culture of the classroom, and teaching skills. The issue of pronunciation, however, continues to be a troublesome one and trainers disagree about how much to emphasize pronunciation skills. For some ITA trainers, pronunciation has become a "straw man" in that research results indicate that many factors influence student perception of ITA pronunciation, but for others, pronunciation continues to be the target behavior, the behavior that needs changing. This pronunciation conundrum may, in part, stem from a lack of consensus regarding the definition of pronunciation. Traditionally, in ESL, pronunciation is associated with phonetics, minimal pairs, and discrimination between sounds such as "p" and "b", whereas a broader view of pronunciation in the ITA context may be spoken English communication in the classroom.

An early study (Nesbitt & Wilson, 1977), investigating foreign-speaker pronunciation, asked university students to evaluate a Belgian who spoke English with a French accent. Subjects viewed one of two videotapes. In both videotapes, the Belgian talked about his field of expertise, but in one he was rigid and distant, presenting a "cold guise". In the other tape, he was enthusiastic and friendly, presenting a "warm guise". After viewing one of the videotapes, subjects rated the teacher on likability, attractiveness of physical appearance, mannerisms, and accent. Results indicated that subjects rated the teacher in the warm guise as significantly more attractive in physical appearance, mannerisms, and accent and rated the cold teacher's accent as irritating. These findings

demonstrate that other factors influence students' evaluation of pronunciation.

In a recent study, Rubin, Smith, & Lichner (l989) explored the role of ITA ethnicity and subject matter as determinants of undergraduates' responses to ITAs. Subjects listened to a 4-minute audio-taped lecture by an American in Standard American English (SAE) while viewing a slide of either an Oriental or a Caucasian. After listening to the lecture, subjects completed four measurements: 1) a listening cloze to measure recall, 2) a homophily instrument, 3) a measure of accent perception, and 4) a measure of teacher competence. Results indicated that ethnicity exerted a strong effect on perceived accent. In other words, although students were listening to exactly the same lecture in SAE, those who viewed the Oriental slide perceived the lecturers' speech to be significantly more accented than those who saw the Caucasian slide. In addition, student recall of lecture content was significantly higher with the Caucasian slide. In discussing these results, Rubin et al. (1989) suggest that no amount of pronunciation training will help or change students' perception.

In a third study relating to ITA pronunciation, Brown (1988) investigated the influence of ethnic group membership, educational achievement, and native "speakerness" (being either bi-lingual or having learned English in school) on student evaluations of ITA linguistic competence. Classes were shown a videotape of the same international speaker presenting a lecture; however, various

classes were given different information about the speaker. Classes were told he was either a Sudanese, an Italian, or an Iranian; bi-lingual or an ESL learner; a professor or a TA and then evaluated the speaker. Results indicated that 1) if students perceived the speaker to be a professor, they evaluated him more highly than if they thought him to be a TA, and 2) if they thought the speaker was Sudanese, they evaluated him more positively than if they thought he was Italian or Iranian. Brown concludes that students' perception of ITAs' ethnicity and education affect their evaluation of their language ability.

In a fourth study, Orth (1982) investigated the influence of language attitudes and accent prejudice on student evaluations of ITA language proficiency. The study consisted of three components: 1) classroom observations of ten ITAs to tape their speech for later evaluation, 2) the administration of a series of student questionnaires to gather attitudinal information and to elicit their evaluations of the ITAs' speaking and teaching abilities, and 3) ITA proficiency ratings by 12 trained outside observers. Results indicated that the subjects' evaluations of ITA language proficiency were related to their attitude toward the course, social attitudes, their grade in the course, and the ITAs' interest in them. In other words, if the subjects liked the course and the subject matter, if they received a good grade in the course, and if they perceived that the ITAs were interested in them, they rated the ITA significantly higher.

In summary, these studies indicate that when students complain about an ITA's pronunciation, they are frequently responding to other variables. Some variables influencing students' evaluation include1) the international instructor's warmness or coldness (Nesbitt & Wilson, 1977), 2) the ethnicity of the ITA (Brown, 1988; Rubin et al., 1989), 3) the status or educational level of the ITA (Brown, 1988), 4) the ITA's interest in the student (Orth, 1982), 5) student attitude toward the course and social attitudes (Orth, 1982), and 6) students' satisfaction with grades (Orth, 1982).

STUDIES RELATING TO EFFECTIVE TEACHING BEHAVIOR

The next group of studies also contain pronunciation as a variable, but, in addition, they examine other variables, in particular those related to effective ITA teaching behavior. Three of these studies observed classes taught by both international TAs and American TAs.

Bailey's (1982) dissertation was an early study of ITAs and is frequently cited in the ITA literature. Bailey, investigating ITA communicative competence, observed and took qualitative field notes on 12 native speaker TAs and 12 non-native speaker TAs. Her quantitative measures included Foreign Service Institute (FSI) oral interviews with the non native speaker TAs and student questionnaires in which students evaluated the TAs on items such as pronunciation, grammar, and vocabulary. TA behavior was then

coded and all data analyzed. Bailey found differences between native speaker and non-native speaker teaching behavior. Native speaker TAs more frequently used "greeting," "leavetaking, " and "reassuring" moves, as well as more eye contact and hand/arm gestures. She also found that native speaker TAs who used "bonding" (acts suggesting that the TA is trying to establish a bond) and "eliciting" (acts inviting student comments and questions) were rated more highly by students. Students did not prefer TAs who used "informing" moves (i.e. lecturing).

Bailey's findings also contribute to the pronunciation studies. Students felt their understanding of the subject matter was negatively influenced if the ITA was rated as 1+ or lower on the FSI oral interview (the range is 0 to 5). An additional finding was that students not majoring in the same discipline as their ITAs were significantly more critical of the non-native speakers' English than were students sharing the same academic major as the TA.

Rounds (1987) analyzed five 50-minute videotapes of native speaker (NS) and nonnative English speaker (NNS) math teaching assistants, 3 (2 NNS and 1 NS) TAs were identified by their supervisor as successful and 2 (1 NNS and 1 NS) were identified as unsuccessful. Her analysis of the videotapes indicates that the successful TAs 1) more often use "we" and less often use "I" and "you", 2) elaborate more, 3) let students know when they are moving to a new subject, 4) use transitions between new and old

information and conclusion-type elaborations, 5) are clear about student responsibilities for the course, and 6) ask questions that begin an interaction.

A study by Meyers (1987) was an in-house evaluation of the University of Minnesota ITA training program. She observed 6 ITAs from the math department; 3 had taken the ITA training course and 3 had not. In addition to her observation of classes, other measurements included the ITAs' assessment of themselves, the students' questionnaires, and an interview with one student from each class. Students reported that they adjusted to ITAs' accents over time, and that they didn't like and couldn't learn from ITAs who only lectured and demonstrated insensitivity to student needs. Students preferred ITAs who were aware of student problems, used the blackboard, and showed a willingness to understand questions.

Concerning the above discussion of pronunciation, Meyers reports that one ITA with mediocre pronunciation received high teacher ratings because of audience awareness such as eye contact and an openness and willingness to answer questions. In her report to the ITA training program, Meyers made the following recommendations: 1) to continue emphasis on fielding questions, 2) to continue emphasis on audience awareness and compensation skills (use of board, restatement asking for clarification), and 3) to de-emphasize lectures and emphasize audience participation (especially in recitation sessions) and interactive approaches.

Gillespie (1988), the last study in this group, looked at possible determinants (not including pronunciation) for TA teaching success as measured by student satisfaction. Eleven economics TAs participated--4 American and 7 non-American (4 from India, 1 from Taiwan, 1 from Singapore, and 1 from Bangladesh). Data were gathered by participant observation, interviews with teaching assistants and students, analysis of classroom videotapes, stimulated recall, questionnaires, and results of student evaluations of ITAs completed at the end of the semester by all students in the sections being studied. Gillespie analyzed and coded the classroom discourse and found no significant difference in housekeeping talk, classroom discourse cycles, self-answered questions, checks, and presenting moves due to ethnicity.

Her findings indicated that both American TAs and students agreed that the most important TA function was presentation of subject matter. American TAs also valued being well-trained in the subject. The four Indian TAs placed a greater value on affective qualities such as creating a friendly and relaxed environment, and encouraging students who are having trouble. Chinese TAs placed highest importance on hierarchal roles. An additional finding related to nonverbal behavior; TA eye contact appears to relate to classroom success. The four highest rated TAs exhibited the greatest degree of eye contact.

Gillespie's pronunciation findings support studies discussed earlier in this article. Student ratings of teacher effectiveness did not correlate with oral proficiency, suggesting once again that the ability to communicate and explain ideas includes other aspects of classroom performance in addition to pronunciation.

Insert Table 1 About Here

Table 1 provides a list of the effective teaching behaviors that emerged from these studies. As indicated in Table 1, students appear to prefer ITAs who are aware of student problems and try to understand questions (Meyers, 1987), make eye contact with students (Gillespie, 1988; Meyers, 1987), and use the blackboard (Meyers, 1987). Moreover, they seem to prefer TAs who more frequently use "we" than "you" or "I" (Rounds, 1987), who ask questions (Rounds, 1987), who elaborate more, make transitions clear, make concluding statements, and make student responsibilities clear (Rounds, 1987), and who use bonding and eliciting moves (Bailey, 1982). Other variables important to successful FTA-student interaction also emerge. Students who share a common major with FTAs rate them more highly than students who do not (Bailey, 1982; Meyers, 1987)

INTERCULTURAL COMMUNICATION STUDIES

The final group of studies are from the field of intercultural communication and, like the studies above, relate to effective ITA

teaching behavior. Keye (1981), in one of the earliest dissertations on ITAs, investigated the effectiveness of an early ITA training program at the University of Minnesota. Eighteen ITAs, participating in the training program, gave oral presentations to composition classes during the third and final week of the quarter. For the final presentation, nine ITAs lectured on their field of study and nine lectured on their culture. Students evaluated the culture-lecture significantly more positively than the field-of-study lecture.

In another intercultural communication study, Martin and Hammer (in press) asked American undergraduates what an international student should do to create a favorable impression and be seen as a competent communicator. Significant responses included international students' being friendly and polite, using direct eye contact, listening carefully, smiling, not dominating, and talking about their countries. The finding of particular interest to this review is students' perception that international persons, to be seen as competent communicators, should talk about their culture.

In a third intercultural study, Nelson (1989) investigated the relationship between ITAs' use of personal, cultural examples in lectures and student uncertainty, attitude, and recall. Subjects viewed one of two 10-minute videotapes, identical except for the type of examples used to illustrate concepts in the lecture, hypothetical (Country X and Y) or personal and cultural (from

China), and then completed questionnaires. Results demonstrated that students viewing the personal, cultural example videotape indicated significantly less uncertainty toward the ITA, a more positive attitude toward the ITA, and recalled significantly more from the lecture than the students who viewed the hypothetical example tape.

These three studies not only suggest that American students have positive regard for international students who talk about their culture, but also that ITAs who use personal cultural examples to illustrate course concepts can reduce student uncertainty and improve student attitude and recall.

CONCLUSION

In the late 1970's, when college students started writing letters to their university newspapers about not understanding ITAs, they frequently cited pronunciation as the problem. Students said that they did not understand their ITAs because of their pronunciation when perhaps they should have said, "I don't understand my ITAs because of their communication." The studies reviewed here suggest that pronunciation may be overemphasized in some ITA training programs and that training should include interpersonal communication behaviors that address the relationship between the ITA and the student. The importance of the instructor/student relationship in American university classrooms is also supported in the educational literature which

cites instructor approachability, empathy, concern, and cooperation, and interactive teaching practices as determinants of successful teaching (Richter, 1989).

The purpose of this review, as stated in the introduction, was to assess research findings, to look for patterns and to reflect on the direction of future research. Although the number of ITA studies has been few, the research areas (pronunciation, effective teaching behavior, and the role of culture) and findings are consistent and form the pattern described above. The one remaining issue concerns the direction of future research.

One exciting and potentially important area of research is the training of American students. Most of the training in the ITA/student relationship has been one-sided with the ITAs' learning about American academic culture. Little has been done to orient American students to different cultures, to cultural differences in classroom dynamics, and to strategies for more effective learning from an ITA (e.g. sitting near the front of the class, taking a more active role in learning by asking for clarification and repetition). Although a few such training programs exist (Smith, 1989), little research-based data is available on questions such as What is the appropriate content for such training programs? How much time is needed to affect a change? What are reasonable goals or outcomes? What kinds of students are influenced by such programs? Are the programs effective?

Another important and neglected area of research concerns the ITAs and how being "Americanized" has affected them. Teaching is "deeply-rooted in the culture of a society" (Hofstede, 1986) and changing someone's teaching to adapt to a culture is not the same kind of cultural adjustment as an American woman changing from short to long-sleeved blouses in the Middle East. Teaching involves deeply held values such as individualism or collectivism and includes one's view of the social position of teachers and students, and patterns of teacher/student and student/student interaction (Hofstede, 1986). It seems naive to think that ITAs can adapt to American teaching without conflict. What processes do ITAs go through during ITA training? What kinds and how much resistance is there to training? Who adjusts easily? Who adjusts with difficulty? Is the cultural adjustment literature being used in training? If so, to what extent and with what effects?

A related line of research concerns cross-cultural misunderstandings that occur in the ITA-taught class. Because behaviors connected with teaching are deeply rooted in one's culture (e.g. not making eye contact with students), they are difficult to change. The analysis of interactions between FTAs and American undergraduates could provide valuable insights on why cross-cultural misunderstandings occur. A fourth area of potential research is using ITAs as intercultural resources (Mestenhauser, 1976, 1983). One does not have to look far for evidence that American society is becoming increasingly internationalized--

economically, environmentally, and educationally. International interdependence is also illustrated by environmental concerns; the destruction of the Amazon rain forest has worldwide environmental implications. This global interdependence has had limited effect on American undergraduates who know little about world affairs (Tonkin, 1988). For many American undergraduates, ITAs are their only intercultural contact. The notion of using ITAs as intercultural resources does not mean that physics and math classes be turned into classes on Chinese culture; certainly, the course content of a math course is math. However, as Nelson's (1989) findings indicate, the learning of course content can be enhanced if ITAs use personal, cultural examples to illustrate course concepts. Taking advantage of this opportunity (using ITAs as intercultural resources) while maintaining required course content is one of the challenges of future research and training.

Table 1: Effective TA and/or ITA Teaching Behaviors

*to be friendly and interactive (Bailey, 1982; Meyers, 1987; Rounds, 1987)
*to invite student comments and questions (Bailey, 1982; Meyers, 1987)
*to ask students questions (Rounds,1987)
*to elaborate when explaining a concept (Rounds, 1987)
*to explain the relationship between old and new information (Rounds, 1987)
*to make student responsibilities clear (Rounds, 1987)
*to make eye contact with students (Gillespie, 1988; Meyers, 1987)
*to use the blackboard (Meyers, 1987)
* to talk about their culture (Keye, 1981; Nelson, 1989)

REFERENCES

Bailey, K. M. (1984). The "foreign TA problem." In K. M. Bailey, F. Pialorsi, & J. Zukowski/Faust (Eds.), Foreign teaching assistants in U. S. universities (pp. 3-15). Washington, D. C.: National Association for Foreign Student Affairs.

Bailey, K. M. (1982). Teaching in a second language: The communicative competence of non-native speaking teaching assistants. Unpublished doctoral dissertation, University of California, Los Angeles.

Bernhardt, E. (1987). Training foreign teaching assistants: Cultural differences. College Teaching, 35, pp. 67-69.

Boyd, F. A. (1989). Developing presentation skills: A perspective derived from professional education. English for Specific Purposes, 8, 195-203.

Brown, K. (1988). Effects of perceived country of origin, educational status, and native speakerness on American college student attitudes toward non-native instructors. Unpublished doctoral dissertation, University of Minnesota, Minneapolis.

Byrd, P. Constantinides, J.C., & Pennington, M.C. (1989). The foreign teaching assistant's manual, NY: Collier Macmillan.

Committee on the International Exchange and Movement of Engineers, Office of Scientific and Engineering Personnel (1988). Foreign and foreign-born engineers in the United States: Infusing talent, raising issues, Washington, D.C.: National Academy Press.

Constantinides, J.C. (1989). ITA training programs. R.D. Abbott & D.H. Wulff (Eds.), Teaching assistant training in the 1990s (pp. 79-86). San Francisco: Jossey-Bass, Inc.

Davies, C. (1989). Face-to-face with English speakers: An advanced training class for international teaching assistants. English for Specific Purposes, 8, 139-53.

Franck, M. R. & DeSousa, M. A. (l982). Foreign TAs: A course in communication skills. Improving College and University Teaching, 30, pp. 111-114.

Fisher, M. (1985). Rethinking the "foreign TA problem." New Directions for Teaching and Learning, 22, pp. 63-73.

Gillespie, J. K. (1988). Foreign and U.S. teaching assistants: An analysis of verbal and nonverbal classroom interaction, Unpublished doctoral dissertation, University of Illinois, Champagne-Urbana.

Hofstede, G. (1986). Cultural differences in teaching and learning. International Journal of Intercultural Relations,10, 301-320.

Keye, F. Z. A. (l981). An exploratory study of students' written responses to international teaching assistant presentations. Unpublished doctoral dissertation, University of Minnesota, Minneapolis.

Martin, J. N. & Hammer, M. R. (in press). Behavioral categories of intercultural communication competence: Everyday communicators' perceptions. International Journal of Intercultural Relations.

Mestenhauser, J. (1983). Learning from sojourners. In D. Landis & R.W. Brislin (Eds.) Handbook of intercultural training, Vol. II: Issues in training methodology. New York: Pergamon Press.

Mestenhauser, J. (1976). Learning with students. Minneapolis: International Student Advisor's Office, University of Minnesota.

Meyers, C. (1987). A case study of six foreign math TA's at the University of Minnesota: How effective is the TA training course for this 'subset' of international TA's? Unpublished report.

Nelson, G. L. (1989). The relationship between the use of personal examples in foreign teaching assistants' lectures and uncertainty reduction, student attitude, student recall, and ethnocentrism. Unpublished doctoral dissertation, University of Minnesota, Minneapolis.

Nisbett, R. E. & Wilson, T.D. (1977). The halo effect: Evidence for unconscious alteration of judgments. Journal of Personality and Social Psychology, pp. 250-256.

Orth, J. L. (1982). University undergraduates evaluational reactions to the speech of international teaching assistants. Unpublished doctoral dissertation. University of Texas, Austin, Texas.

Pialorsi, F. (1984). Toward an anthropology of the classroom: An essay on foreign teaching assistants and U.S. students. In K. M. Bailey, F. Pialorsi, & J. Zukowski/Faust (Eds.), Foreign teaching assistants in U.S. universities (pp. 16-21). Washington, D. C.: National Association for Foreign Student Affairs.

Rice, D. S. (1984). A one-semester program for orienting the new foreign teaching assistant. In K. M. Bailey, F. Pialorsi, & J. Zukowski/Faust (Eds.), Foreign teaching assistants in U. S. universities (pp. 69-75). Washington, D. C.: National Association for Foreign Student Affairs.

Richter, D. (1989). Teacher--student role expectations in intercultural American classrooms: problem, challenge, or opportunity? Paper presented at the Second National Conference on Training and Employment of Teaching Assistants, Seattle, WA.

Rounds, P. L. (1987). Characterizing Successful Classroom Discourse for NNS Teaching Assistant Training. TESOL Quarterly, 21, 643-670.

Rubin, D., Smith, K. & Lichner, K. (1989, November). Nonlanguage factors affecting undergraduates' judgments of non-native English speaking teaching assistants. Paper presented at the Second National Conference on Training and Employment of Teaching Assistants, Seattle, WA.

Smith, R. (1989, May). Orientation: Improving interactions between American students and international teaching assistants. Workshop presented at the National Association of Foreign Student Affairs (NAFSA) Conference, Minneapolis, MN.

Stevens, S. G. (1989). A "dramatistic" approach to improving the intelligibility of ITAs. English for Specific Purposes, 8, 181-94.

Tonkin, H. (1988). Foreign students bring benefits, needs to U.S. campuses. NAFSA Newsletter, 39, 5, 24-25

Turitz, N.J. (1984). A survey of training programs for foreign teaching assistants in American universities. In K. M. Bailey, F. Pialorsi, & J.Zukowski/Faust, (Eds.) Foreign Teaching Assistants in U. S. Universities (pp. 76-88). Washington, DC: National Association for Foreign Student Affairs.

Zikopoulos, M. (Ed.) . (1989). Open doors: 1987-88: Report on international education exchange. New York: Institute of International Education.

Biographical Sketch of Author

Gayle L. Nelson is an assistant professor in the Department of Applied Linguistics and ESL at Georgia State University. She is co-author of ESL Operations (Newbury House/ Harper & Row) and has published in the TESOL Quarterly, Journal of Reading, English Teaching Forum, and Cross Currents.